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ABSTRACT

This book takes readers through the steps that school personnel encounter in planning and developing a middle school. Chapter 1 outlines the rationale, origin, advantages, functions, and tasks of a middle school, along with setting parameters for its unique identity. Chapter 2 identifies the target population, emerging adolescents, and their specific characteristics and needs. Chapter 3 profiles the ideal middle-school teacher and defines the professional preparation, teaching strategies, and classroom-management styles recommended for this unique environment. The fourth chapter describes how to design an effective program, using as a prototype the 1990 Duval County (Jacksonville, Florida) middle-school conversion. The specifics of organization--team teaching, interdisciplinary teaming, and flexible modular scheduling--are explained in chapter 5. The sixth chapter identifies instructional leadership provided by teachers and the patterns of instruction they use. Chapter 7 shows how to develop creative instructional activities, materials, and learning environments. Chapter 8 offers pointers on planning a middle school and developing curriculum using the Wiles-Bondi Curriculum Management Plan as a model. The ninth chapter describes how to implement service delivery, recognizing that the implementation of inservice training, building facilities, and special programs is also an ongoing process. Chapter 10 shows how to monitor and evaluate the program continuously. Chapter 11 gives a brief outlook of the future direction of the middle school. Chapters 1-10 are supplemented by end-of-book appendices that include numerous forms, questionnaires, models, charts, and checklists. Selected learning activities, notes, and references accompany each chapter. (LMI)

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